**Chapter 7, 8 & 9 Response May 22, 2009 Gunn**

**Expertise-Oriented Evaluation Approaches, Participant-Oriented Evaluation Approaches & Alternative Evaluation Approaches**

**Part One: What is an Expertise-Oriented Evaluation?**

It is probably one of the oldest and most widely used, depends primarily on professional expertise to judge an institution, program, product or activity (p.112).

**What are the various types of expertise-oriented evaluations?** (p.113; table 7.1)

1. Formal Professional Review Systems
2. Informal Professional Review Systems
3. Ad Hoc Panel Review
4. Ad Hoc Individual Review

**What are the strengths and limitations of the Expertise-Oriented Evaluation Approach?** (p. 123-125)

**Strengths:** a) accreditation achievements b) includes both formative and summative evaluation c) broad coverage d) efficiency e) capitalizes on human judgment

**Limitations**: a) reliance on qualifications of the “expert” b) education criticism will be esteemed more for its quality as literature and as a record of personal response than for its correct estimates of educational value (p.125) c) scarcity of supporting documentation to support conclusions d) open to conflict of interest e) overuse of intuition

**What is the Participation-Oriented Evaluation Approach**? (p.149) Evaluators work to portray the multiple needs, values, and perspectives of program stakeholders to be able to make judgments about the value or worth of the program being evaluated. Stakeholders centrally involved in the process.

**What are the Participation-Oriented Evaluation Approaches?**

1. Responsive Evaluation (p.135-139)
2. Naturalistic Evaluation (p.139-141)
3. Participatory Evaluation (p.141-143)
4. Utilization-Focused Evaluation (p.143)
5. Empowerment Evaluation (p.143-145)

**What are the strengths and limitations of the Participation-Oriented Evaluation Approaches?** (p.147)

**Strengths**: a) can use both the quantitative and qualitative methods b) it stresses the importance of a broad scope: looking at the program from different view-points d) it is a flexible method, context variables, multiple data techniques used to provide a view of less tangible but crucial aspects of the human and organizational behavior e) establishes dialogue with and empowering the quiet, powerless stakeholders who are often left out of the evaluation process f) pluralistic

**Limitations**: a) nondirective b) tendency to be bizarre or atypical c)high labor intensity and cost d) evaluators who advocate for and become enamored with societal trends may lose the ability to provide unbiased evaluations of programs that touch or are touched by trends e) potential for failure to reach closure (p.162).

**Why an Alternative Evaluation Approach?**

This stems from different view points of evaluators and the way one views evaluation directly impacts the type of activities/methods used. The origins of alternative model stems from differences in: a) philosophical and ideological beliefs b) methodological preferences c) practical choices

**What are some cautions to keep in mind when using the Alternative Evaluation Approaches: A Summary and Comparative Analysis?**

1. The Significant Writings in Evaluation Are neither Models or Theories (p. 153-155)
2. Calls to Abandon Pluralism and Consolidate Evaluation Approaches into One Generic Model Are Unwise (p.155-156)
3. The Choice of Evaluation Approach Is Not Empirically Based (p. 156-157)
4. Negative Metaphors Underlying Some Approaches Can Cause Negative Side Effects (p.157-158)
5. Contribution of the Alternative Evaluation Approaches (p.158-159)
6. Eclectic Uses of the Alternative Evaluation Approaches (p.163-165)

**Comparative Analysis of Characteristics of Alternative Evaluation Approaches has been highlighted to assist us by using the following:** (p.160-162; table 9.1) 1)Proponents 2) Purpose of evaluation 3) Distinguishing 4) Past uses

5) Contributions to the conceptualization of an evaluation

6) Criteria for judging evaluation 7) Benefits 8) Limitations

**Part Two:**

As I read all the following chapters 7, 8 & 9, I noticed that the chapters talked a lot about how evaluators have different point of views and it is hard for them to stay on one method of evaluation. It is hard to pick one evaluation approach and stick to it because not everyone thinks alike. There are different opinions and decisions to be made. So in terms of making a decision, there are things to consider within your organization. “All the evaluation approaches we have presented have something to contribute to the participating evaluator. They may be used heuristically to generate questions or uncover issues. The literature contains many useful conceptual, methodological, political, communicative, and administrative guidelines. Finally, the approaches offer powerful tools that the evaluator may use or adapt in his work” (p.165).

When I look at my current school system and the high rate of high school dropout rate that is occurring, I feel that there is a need to do some serious evaluation. The evaluation method would be decided by the school administrator, school committee, chief and council. It seems like the decisions are made by the council and although there is a school committee, I have observed that the actual decisions are made by the council. The school administrator only reports back to the council and finalized by the council. An evaluation plan has to be put into place and the five types of approaches could be displaced for the school administrator and council to look at. If they are not pleased with the models, then they can create their own that will fit the needs of the students. The evaluations can be based on quantitative and qualitative measurements. Since evaluation is a transdiscipline, the school administrator and council can identify what is useful in each evaluation approach, use it to design and avoid being distracted by approaches to deal with different needs.

I feel that a Participant-Oriented Evaluation Approach would benefit this school/community and the stakeholders involved because everyone will have an input. If everyone has an input, it would be fair and everyone would discuss, share ideas and come up with a common goal.

After reading chapters 7, 8 & 9, I can say that there is not one method that will work for all stakeholders. “How will one know which approach is best for a given situation? That question is devilishly difficult to answer because of one simple fact: There is almost no research to guide one’s choice” (p.156). There will be always a conflicting of different views of what evaluation approach to utilize and how it should be carried out.

There are no limits to what evaluation approach an organization, school or workplace chooses but the people making the choices need to understand the underlying goals and objectives of their current organization. They need to have a common goal so everyone is heading the same direction. I believe that whoever is involved such as the stakeholders need to have their objectives in place before making a decision. “Many evaluators, however, conduct evaluations without strict adherence (or even purposeful attention) to any “model,” yet draw unconsciously in their philosophy, plans, and procedures on what they have internalized through exposure to the literature. So the value of the alternative approaches lies in their capacity to help us think, to present and provoke new ideas and techniques, and to serve as mental checklists of things we ought to consider, remember, or worry about” (p.159). In reading these chapters, I realized that there is no right or wrong way to use an evaluation approach but all of the evaluation approaches have something to contribute. The literature contains many useful conceptual, methodological, political, communicative and administrative guidelines. Finally, the approaches offer powerful tools that the evaluator may use or adapt in his work” (p.165). In terms of choosing an evaluation approach, it is up to the organization, school or workplace to choose a method to use and they can pick one or combine them. It doesn’t matter how many evaluation methods you use but as long it coincides with your common goal or objectives and the people involved are satisfied with the decision made.